



ENHANCING CHILDCARE AND EDUCATION FOR CHILDREN IN INDUSTRIAL WORKER FAMILIES IN VIETNAM: POLICY AND PRACTICE IMPLICATIONS

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ABSTRACT

This paper examines the challenges of childcare and education among children in industrial worker families in Vietnam and proposes a multi-level framework of policy and practice solutions. In the context of rapid industrialization and labor migration, industrial zones have become major centers of employment, attracting a large number of young workers with dependent children. While these developments contribute significantly to economic growth, they also generate structural constraints that affect the well-being and development of children. Drawing on a synthesis of existing literature and empirical insights from prior studies on industrial workers in Vietnam, the paper identifies key challenges, including limited parental caregiving time due to demanding work schedules, inadequate access to affordable and quality childcare services, and barriers to educational participation and support. These challenges are further exacerbated by socio-economic inequalities and institutional gaps in social protection and service provision. Based on these findings, the study develops a multi-level policy and practice framework encompassing family, community, workplace, and institutional dimensions. The framework emphasizes the need for integrated interventions, including parental support programs, expansion of childcare services, family-friendly labor policies, and improved access to public education and social services. The paper contributes to the literature by moving beyond descriptive analysis to propose a structured and actionable approach to improving childcare and education outcomes in industrial worker families.

KEYWORDS: *Childcare; Child education; Industrial workers; Industrial zones; Vietnam; Policy implications; Social services; Work-family balance; Social inequality*

1. INTRODUCTION

Over the past three decades, Vietnam has undergone rapid industrialization and urbanization, transforming its economic structure and labor market. The expansion of industrial zones has played a central role in this transformation, attracting millions of workers from rural areas to urban and peri-urban regions. These industrial zones have become key drivers of economic growth, employment generation, and export-oriented production. However, alongside these economic benefits, the rapid concentration of industrial labor has also given rise to a range of social challenges, particularly those affecting family life and child development. A significant proportion of industrial workers in Vietnam are young adults in their reproductive and child-rearing years. As a result, many workers have dependent children who either accompany them to industrial zones or remain in their hometowns under the care of extended family members. This has led to the emergence of diverse family arrangements, including nuclear families living in rented accommodation near industrial parks, split families where children are left behind, and hybrid arrangements involving periodic migration. Each of these configurations presents distinct implications for the care, supervision, and education of children. The living and working conditions of industrial workers often pose constraints on their ability to provide adequate care and educational support for their children. Long working hours, shift-based schedules, and job insecurity reduce the time and energy parents can devote to childcare. At the same time, limited access to affordable and quality childcare services, particularly for children under the age of six, places additional pressure on families. These challenges are further compounded by inadequate housing conditions, lack of safe play spaces, and limited access to public services in many industrial zones.

Children in industrial worker families are situated at the intersection of multiple structural constraints that affect their development. On the one hand, their families benefit from increased income opportunities associated with industrial employment. On the other hand, these economic gains often come at the cost of reduced parental presence, fragmented



caregiving arrangements, and constrained access to educational and social services. Existing evidence suggests that children in such contexts may face disadvantages in both caregiving and educational outcomes. Limited parental involvement, irregular supervision, and reliance on informal or low-quality childcare arrangements can negatively affect children's physical, cognitive, and socio-emotional development. In terms of education, barriers such as administrative restrictions, financial constraints, and lack of parental support can hinder school participation and academic achievement. Despite growing recognition of these issues, policy responses have remained fragmented and insufficient. Current interventions tend to focus on isolated aspects, such as expanding preschool access or providing financial assistance, without addressing the interconnected nature of the challenges faced by industrial worker families. There is a lack of comprehensive frameworks that integrate family, community, workplace, and policy-level interventions.

Although a substantial body of research has examined labor migration, industrialization, and worker welfare in Vietnam, relatively few studies have focused specifically on children in industrial worker families. Among those that do, many adopt a descriptive approach, documenting the living conditions and challenges faced by these families without systematically analyzing the underlying mechanisms or proposing structured solutions. Moreover, existing studies often treat childcare and education as separate domains, overlooking their interdependence in shaping child development outcomes. There is also a lack of research that integrates insights from multiple theoretical perspectives, such as ecological systems theory, work–family conflict, and social capital, to provide a comprehensive understanding of the issue. Importantly, few studies have moved beyond problem identification to develop actionable policy frameworks that can guide interventions across different levels. This gap limits the practical relevance of research findings and constrains their contribution to policy-making and program design. In response to these gaps, this paper aims to: (i) Identify and synthesize the key challenges related to childcare and education among children in industrial worker families in Vietnam; (ii) Analyze these challenges through a multi-level theoretical lens that captures the interactions between family, community, workplace, and institutional factors; (iii) Propose a structured framework of policy and practice solutions to enhance childcare and education outcomes in this context. This study makes several important contributions. First, it advances the literature by adopting an integrated approach that links childcare and education within a unified analytical framework. By doing so, it highlights the interconnected nature of the challenges faced by children in industrial worker families and underscores the need for holistic solutions. Second, the study contributes to theory by applying and synthesizing multiple perspectives, including ecological systems theory and work–family conflict, to explain how structural and institutional factors shape family practices and child outcomes. This multi-level perspective provides a more nuanced understanding of the issue and supports the development of comprehensive intervention strategies. Third, the study offers practical value by proposing a multi-level policy and practice framework that can inform decision-making by governments, employers, and social organizations. By identifying specific intervention points at the family, community, workplace, and policy levels, the framework provides a roadmap for coordinated and effective action. Finally, the study is particularly relevant in the context of Vietnam's ongoing socio-economic transformation. As the country continues to industrialize and integrate into the global economy, ensuring the well-being and development of children in industrial worker families is essential for achieving inclusive and sustainable development. The remainder of this paper is organized as follows. Section 2 presents the theoretical framework and analytical approach. Section 3 outlines the key challenges related to childcare and education among industrial worker families. Section 4 proposes a multi-level policy and practice framework. Section 5 discusses the implications of the findings, and Section 6 concludes the paper.

2. THEORETICAL FRAMEWORK AND ANALYTICAL APPROACH

Understanding childcare and education in industrial worker families requires a comprehensive analytical framework that captures the complex interactions between individual, family, institutional, and structural factors. In contexts characterized by rapid industrialization and labor migration, such as Vietnam, these interactions become particularly pronounced, as families must navigate competing demands between economic survival and child development. This study adopts a multi-theoretical approach, integrating ecological systems theory, work–family conflict theory, and social capital theory to analyze the challenges and identify potential solutions. This integrated framework allows for a multi-level understanding of childcare and education, moving beyond individual or household-level explanations to incorporate broader socio-economic and institutional contexts. By combining these theoretical perspectives, the study provides a robust foundation for developing a multi-level policy and practice framework that addresses the interconnected nature of the issues faced by industrial worker families.



Ecological Systems Theory

Ecological systems theory, developed by Urie Bronfenbrenner, offers a comprehensive framework for understanding child development as a function of interactions between individuals and their surrounding environments. According to this theory, children's development is shaped by multiple nested systems, including the microsystem, mesosystem, exosystem, and macrosystem. At the microsystem level, the immediate environment of the child—primarily the family—plays a central role in shaping developmental outcomes. In industrial worker families, this environment is often constrained by limited parental time and resources. The ability of parents to provide consistent care, emotional support, and educational guidance is directly affected by their working conditions, including long hours, shift work, and job insecurity. The mesosystem refers to the interactions between different components of the child's immediate environment, such as the relationship between family and school. In the case of industrial worker families, these interactions may be weak or fragmented due to parents' limited availability to engage with schools or participate in their children's educational activities. This can reduce the effectiveness of educational support systems and hinder children's academic progress. The exosystem includes broader social structures that indirectly influence the child, such as parental workplaces and community services. Industrial zones, as key components of the exosystem, significantly shape the living conditions of worker families. The availability—or lack—of childcare services, healthcare facilities, and safe recreational spaces within or near industrial zones has a direct impact on children's well-being. Finally, the macrosystem encompasses the broader socio-economic, cultural, and policy context. National labor policies, social protection systems, and educational frameworks influence the extent to which families can access resources and support. In Vietnam, gaps in childcare provision and limitations in family-oriented labor policies highlight the importance of macro-level interventions. By applying ecological systems theory, this study emphasizes that challenges in childcare and education are not isolated issues but are embedded within a complex system of interacting factors. This perspective underscores the need for multi-level solutions that address not only family-level constraints but also institutional and policy-level barriers.

Work–Family Conflict Theory

Work–family conflict theory provides a critical lens for understanding the tensions faced by industrial workers in balancing their professional responsibilities and family roles. According to this framework, individuals experience conflict when the demands of work and family are incompatible, leading to strain and reduced effectiveness in one or both domains. In industrial settings, work–family conflict is often intensified by structural factors such as long working hours, inflexible schedules, and shift-based employment. These conditions limit the time and energy available for childcare and educational support, creating a gap between parental responsibilities and actual caregiving practices. Work–family conflict can manifest in several forms. Time-based conflict occurs when work demands reduce the time available for family activities, such as supervising homework or engaging in meaningful interactions with children. Strain-based conflict arises when the stress and fatigue associated with work negatively affect parents' ability to provide emotional support and maintain positive parenting practices. Behavior-based conflict occurs when behaviors required in the workplace are incompatible with those expected in the family context. In the context of industrial worker families in Vietnam, these forms of conflict are particularly evident. Many workers are required to work overtime or night shifts, which disrupt family routines and limit opportunities for consistent caregiving. As a result, children may experience reduced parental supervision, inconsistent discipline, and limited educational support. Importantly, work–family conflict is not only an individual issue but also a structural one. It is shaped by organizational practices and labor policies that determine working conditions. This highlights the need for workplace-level interventions, such as flexible working arrangements, parental leave policies, and employer-supported childcare services. By incorporating work–family conflict theory, this study highlights the central role of labor conditions in shaping family dynamics and child outcomes. It also provides a theoretical basis for advocating family-friendly workplace policies as part of the solution.

Social Capital Theory

Social capital theory offers insights into how social relationships and networks can support or constrain individuals' access to resources. Social capital refers to the resources embedded in social networks, including trust, norms, and reciprocity, which can facilitate collective action and provide support in times of need. In the context of childcare and education, social capital plays a crucial role in enabling families to access informal support systems. For industrial worker families, social capital may include support from extended family members, neighbors, community organizations, and informal childcare providers. However, labor migration and urbanization often disrupt traditional



social networks, reducing the availability of social capital. Migrant workers living in industrial zones may lack strong community ties, limiting their access to informal support for childcare and education. This can increase their reliance on market-based services, which may be costly or of variable quality. At the same time, new forms of social capital may emerge in industrial zones, such as peer networks among workers or support from local organizations. These networks can provide valuable resources, including information about services, emotional support, and shared childcare arrangements. Social capital also operates at the institutional level, where organizations and community structures can facilitate access to services. For example, community-based childcare centers and parent support groups can enhance families' capacity to care for and educate their children. By applying social capital theory, this study highlights the importance of strengthening both informal and formal support networks. It suggests that policy interventions should not only focus on service provision but also on building and sustaining social connections within communities.

Toward an Integrated Multi-Level Analytical Framework

While each of the theoretical perspectives discussed above provides valuable insights, their integration offers a more comprehensive understanding of childcare and education in industrial worker families. Ecological systems theory emphasizes the multi-level nature of influences, work–family conflict theory highlights the role of labor conditions, and social capital theory underscores the importance of social networks. Together, these theories support the development of a multi-level analytical framework that considers interactions across four key levels:

- **Micro-level (family):** Parenting practices, time allocation, and household resources
- **Meso-level (community and services):** Access to childcare, education, and community support
- **Exo-level (workplace):** Employment conditions, organizational policies, and employer support
- **Macro-level (policy):** National policies, institutional frameworks, and socio-economic structures

This integrated framework provides a foundation for analyzing the challenges identified in this study and for designing comprehensive solutions. It recognizes that interventions at a single level are unlikely to be sufficient and that coordinated actions across multiple levels are necessary to achieve meaningful improvements in childcare and education outcomes. The theoretical framework developed in this section informs both the analysis of key issues and the design of proposed solutions. By adopting a multi-level perspective, the study is able to identify not only the immediate challenges faced by families but also the underlying structural factors that contribute to these challenges. Furthermore, the framework guides the formulation of policy and practice recommendations, ensuring that they are aligned with the complex realities of industrial worker families. It emphasizes the need for integrated and context-sensitive interventions that address both the symptoms and root causes of the problem. In summary, the theoretical framework provides a critical foundation for the study, enabling a systematic and comprehensive analysis of childcare and education in industrial worker families in Vietnam. It also supports the development of a structured and actionable approach to policy and practice, which is presented in subsequent sections.

3. PROPOSED SOLUTIONS AND POLICY FRAMEWORK

A Multi-Level and Integrated Approach

The challenges surrounding childcare and education among industrial worker families in Vietnam are deeply embedded within a complex system of interrelated constraints that span across family dynamics, labor conditions, service provision, and institutional arrangements. As such, addressing these issues requires moving beyond fragmented interventions toward a coherent and integrated framework that operates simultaneously across multiple levels. A key premise of this study is that isolated policy measures—such as expanding childcare services or providing financial assistance—are unlikely to yield sustainable improvements if they are not accompanied by complementary changes in related domains. This study therefore proposes a multi-level approach that aligns interventions across four interconnected spheres: family practices, community and service systems, workplace environments, and broader policy frameworks. The strength of this approach lies in its recognition of interdependence. For instance, improvements in childcare service availability will be limited in impact if parents lack the time to access them, while family-level efforts to enhance parenting practices may be constrained by structural pressures imposed by inflexible labor conditions. Similarly, policy reforms at the national level will only be effective if they are translated into accessible services and practices at the local level. Central to this framework is the reconceptualization of childcare and education as shared societal responsibilities. In many industrial contexts, families are implicitly expected to manage childcare independently, despite facing significant structural disadvantages. This imbalance not only places undue pressure on households but also undermines broader social objectives related to human capital development

and social equity. By framing childcare and education as collective concerns, the proposed approach calls for coordinated engagement from multiple actors, including government agencies, employers, community organizations, and families themselves. Such coordination is essential for building a supportive ecosystem in which children can develop holistically despite the constraints associated with industrial labor environments.

Fig 1: The CARE Therapeutic Framework

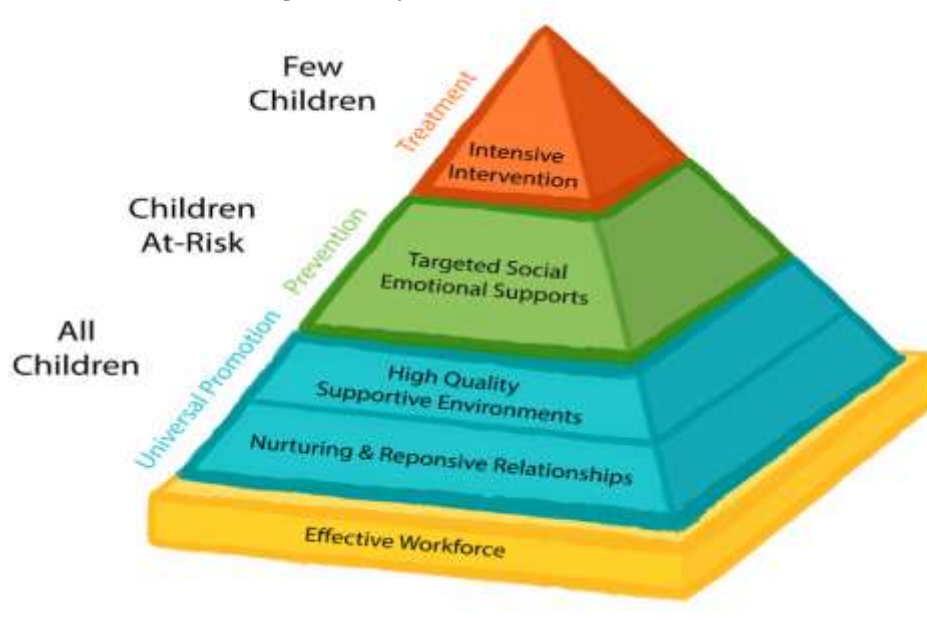


Source: USAID, 2021

Strengthening Family Capacities

At the family level, interventions must focus on enhancing the capacity of parents to provide effective care and educational support within the constraints imposed by their working and living conditions. Industrial worker families often experience significant time scarcity due to long working hours, shift-based schedules, and the need to secure stable income. These constraints limit not only the quantity but also the quality of parent-child interactions, which are critical for children's cognitive and socio-emotional development. In this context, parenting support programs play a crucial role, but they must be carefully designed to reflect the realities of industrial labor. Rather than relying on traditional, time-intensive training formats, such programs should adopt flexible and accessible delivery modes, including short modular sessions, digital learning tools, and workplace-integrated activities. The content of these programs should prioritize practical and actionable knowledge, enabling parents to support their children's development in everyday contexts. This includes guidance on establishing consistent routines, promoting positive communication, and creating learning opportunities within limited space and resources. Another important dimension of family-level intervention is the redistribution of caregiving responsibilities within households. In many cases, mothers bear a disproportionate share of childcare duties, often while also participating in the labor force. This dual burden can lead to stress, fatigue, and reduced capacity for effective parenting. Encouraging greater involvement of fathers in childcare and education is therefore essential, not only for promoting gender equity but also for enhancing overall family well-being. This shift requires both cultural change and supportive measures, such as awareness campaigns and workplace policies that enable fathers to participate more actively in family life. Moreover, improving the home learning environment does not necessarily require substantial financial investment. Even in resource-constrained settings, small but intentional practices—such as allocating time for reading, engaging in conversations, and supporting school-related activities—can have a significant impact on children's development. By empowering parents with the knowledge and confidence to implement these practices, family-level interventions can create a foundation for more effective childcare and education outcomes.

Fig 2: The Pyramid Model in childcare

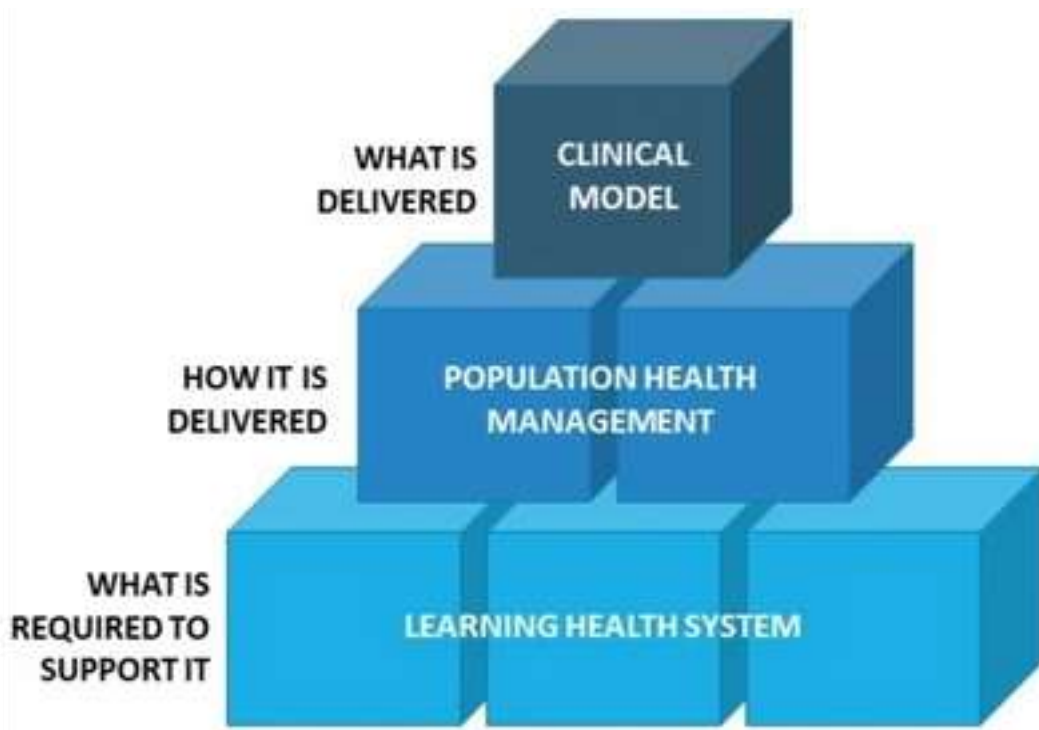


Source: Save the Children, 2024

Expanding Community and Service Systems

While strengthening family capacity is essential, it is insufficient in the absence of supportive community and service systems. One of the most critical challenges identified in this study is the limited availability and accessibility of childcare and education services in industrial zones. Many worker families are forced to rely on informal arrangements, which may lack quality assurance and fail to meet children's developmental needs. This situation highlights the urgent need to expand and improve service provision at the community level. A central priority in this regard is the development of affordable and high-quality childcare services that are tailored to the needs of industrial workers. This includes not only increasing the number of childcare facilities but also ensuring that they operate in ways that accommodate irregular work schedules, such as extended hours or flexible attendance options. Public investment is essential for expanding access, particularly for low-income families, but it should be complemented by regulated private sector participation to enhance capacity and innovation. Establishing clear standards and monitoring mechanisms is crucial to ensure that quality is maintained across different types of providers. In addition to childcare services, strengthening early childhood education systems is vital for supporting children's long-term development. This involves improving both access and quality, with particular attention to marginalized groups such as migrant families. Simplifying enrollment procedures, reducing administrative barriers, and providing financial support can help ensure that all children have equal opportunities to benefit from early education. For school-aged children, community-based after-school programs can play a critical role in providing academic support and safe environments during periods when parents are unavailable.

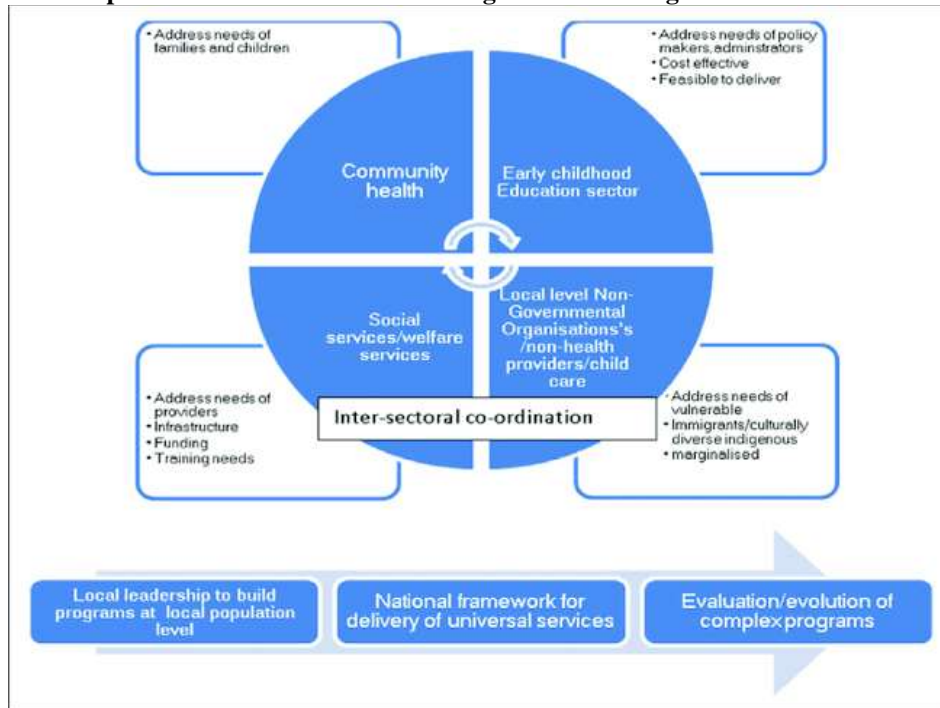
Fig 3: Framework for healthcare delivery and improvement



Source: UNICEF, 2020

Promoting Family-Friendly Workplace Practices

The workplace represents a critical but often underutilized arena for intervention, as it directly shapes the conditions under which families operate. In industrial settings, labor demands frequently conflict with family responsibilities, creating significant barriers to effective childcare and education. Addressing these challenges requires a shift toward more family-friendly workplace practices that recognize the interconnectedness of work and family life. One of the most impactful interventions in this area is the introduction of greater flexibility in working arrangements. While the nature of industrial production may limit the extent of flexibility, even incremental changes—such as more predictable schedules, reduced overtime, and opportunities for shift adjustments—can significantly improve parents’ ability to manage their family responsibilities. These changes not only benefit workers but can also enhance productivity and reduce turnover, creating a mutually beneficial outcome for employers and employees.

Fig 4: The components for Well Child Care using the WHO Integrated Care Models framework

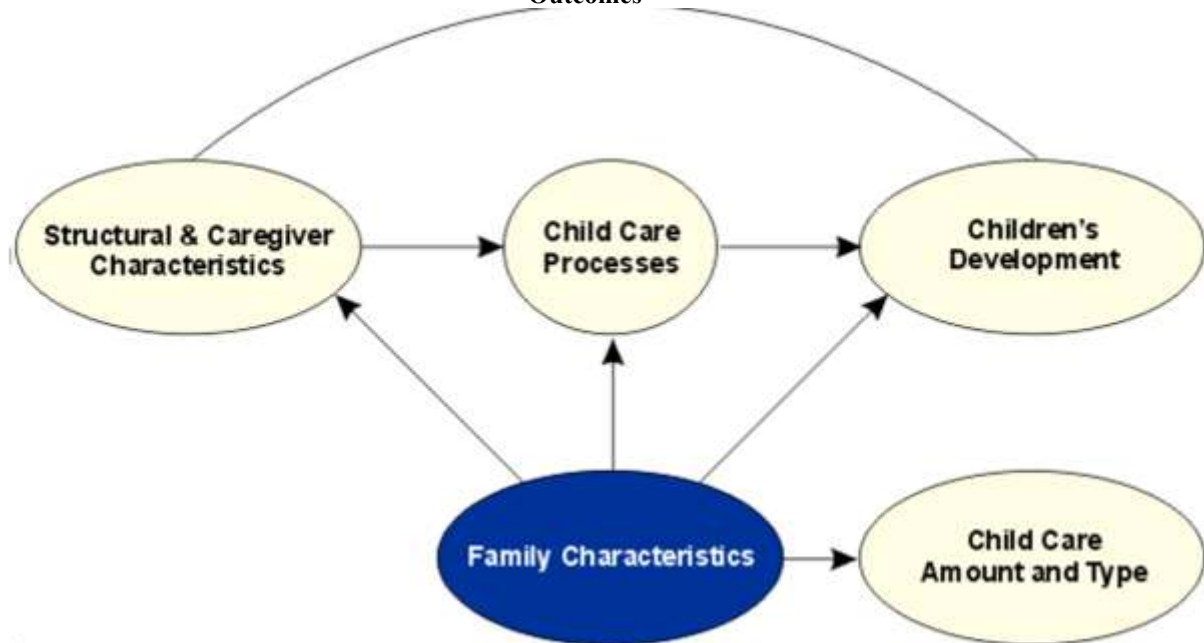
Source: WHO, 2015

In addition to scheduling flexibility, employers can play a proactive role in supporting childcare through the provision of on-site or near-site childcare facilities. Such initiatives reduce logistical barriers and provide a more secure and convenient caregiving environment for children. Where direct provision is not feasible, employers can offer financial support or establish partnerships with local childcare providers. These measures demonstrate that workplace interventions can extend beyond traditional labor benefits to encompass broader aspects of employee well-being. Furthermore, workplaces can serve as effective platforms for delivering parenting support programs and disseminating information related to childcare and education. Integrating such initiatives into existing training or welfare programs can enhance their reach and impact. Improving overall working conditions, including reducing stress and ensuring adequate rest, also contributes indirectly to better family functioning by enabling parents to engage more positively with their children.

Strengthening Policy and Institutional Frameworks

At the macro level, comprehensive policy and institutional reforms are necessary to create an enabling environment that supports the well-being of industrial worker families and their children. Current policy frameworks often fail to fully address the specific needs of this population, particularly in relation to migration, service access, and social protection. Expanding social protection systems is a key priority, as financial constraints remain a major barrier to accessing quality childcare and education. Policies such as child benefits, healthcare coverage, and housing support can alleviate these pressures and enhance families' capacity to invest in their children's development. Equally important is the need to ensure that such benefits are accessible to migrant families, who are often excluded due to administrative barriers.

Fig 5: A Conceptual Model of the Relationship Between Childcare Quality and Children's Developmental Outcomes



Source: WHO, 2023

Reforming education and childcare policies to promote inclusivity and equity is also essential. This includes removing restrictions related to household registration, simplifying administrative procedures, and ensuring that public services are distributed in a manner that reflects population mobility. Integrating social infrastructure planning into industrial development strategies can further enhance service availability, ensuring that schools, childcare centers, and recreational facilities are developed alongside industrial expansion. Finally, effective governance and coordination are critical for translating policy intentions into practical outcomes. This requires clear delineation of responsibilities, strong accountability mechanisms, and collaboration among government agencies, employers, and civil society organizations. Without such coordination, even well-designed policies may fail to achieve their intended impact.

4. DISCUSSION

The proposed multi-level policy and practice framework offers a comprehensive approach to addressing the intertwined challenges of childcare and education among industrial worker families in Vietnam. This section situates the framework within broader theoretical and empirical debates, evaluates its analytical and practical contributions, and reflects on its feasibility and implications in the context of rapid industrialization. First, the findings and proposed framework reinforce the relevance of a multi-level analytical perspective in understanding child development in industrializing contexts. Consistent with ecological systems theory, the study demonstrates that children's outcomes are shaped not only by family-level factors but also by the interactions between family, community, workplace, and institutional environments. The framework highlights how constraints at one level—such as inflexible labor conditions—can cascade across other levels, ultimately affecting the quality of care and educational opportunities available to children. This reinforces the argument that interventions targeting a single domain are unlikely to produce sustained improvements unless they are complemented by changes in related systems. At the same time, the analysis deepens existing applications of ecological systems theory by explicitly incorporating labor market dynamics as a central component of the exosystem. In many traditional applications, workplace conditions are acknowledged but not foregrounded. In the context of industrial worker families, however, the workplace emerges as a pivotal site where structural constraints are generated and potentially mitigated. By integrating insights from work–family conflict theory, the study underscores how time-based and strain-based conflicts directly mediate the relationship between employment and family functioning. This integration provides a more nuanced understanding of the mechanisms through which industrial labor conditions translate into child development outcomes. Furthermore, the findings resonate with and extend the literature on social capital by illustrating how migration and industrialization reshape



social networks and support systems. While previous studies have emphasized the erosion of traditional support structures among migrant populations, this study highlights both the deficits and the potential for rebuilding social capital in new urban-industrial settings. Community-based interventions, therefore, are not merely supplementary but constitute a critical component of the broader solution, particularly in contexts where formal services remain limited. In comparison with international studies on children in migrant or low-income working families, the Vietnamese case reflects both shared patterns and context-specific dynamics. Similar to findings in other rapidly industrializing countries, children of industrial workers in Vietnam face constraints related to parental time, service access, and educational support. However, the persistence of institutional barriers—such as administrative restrictions affecting migrant families—and the uneven development of social infrastructure in industrial zones introduce additional layers of complexity. These context-specific factors underscore the importance of tailoring policy interventions to local conditions rather than adopting one-size-fits-all models. The proposed framework also contributes to the literature by moving beyond descriptive analysis toward a structured and actionable model of intervention. Many existing studies identify challenges but stop short of articulating how different actors and systems can coordinate responses. By contrast, this study explicitly maps out intervention points across multiple levels and emphasizes their interdependence. This represents an important shift from problem-oriented research to solution-oriented analysis, which is increasingly valued in policy and development-oriented scholarship.

From a practical perspective, the framework highlights several key implications. One of the most significant is the need to reconceptualize childcare and education as shared responsibilities among families, communities, employers, and the state. In many contexts, responsibility is implicitly placed on families, despite their limited capacity to address structural constraints. The proposed approach challenges this assumption by demonstrating that meaningful improvements require collective action and institutional support. Another important implication concerns the role of employers. While labor policies and workplace practices are often treated as separate from social policy, the analysis shows that they are deeply interconnected. Family-friendly workplace practices, such as flexible scheduling and employer-supported childcare, are not merely benefits but essential components of a broader strategy to support child development. Encouraging greater employer engagement in these areas may require both regulatory incentives and awareness of the long-term benefits for productivity and workforce stability. The feasibility of implementing the proposed framework, however, depends on several factors. Resource constraints remain a significant challenge, particularly in expanding public childcare services and improving infrastructure in industrial zones. In this regard, public-private partnerships and the involvement of non-governmental organizations may provide viable pathways for mobilizing additional resources. At the same time, effective implementation requires strong governance and coordination mechanisms to align the efforts of different stakeholders. Without such coordination, interventions risk remaining fragmented and less effective.

Cultural and social norms also play a role in shaping the uptake and effectiveness of interventions. For example, promoting greater paternal involvement in childcare may encounter resistance in contexts where traditional gender roles remain prevalent. Similarly, the success of community-based initiatives depends on the willingness of individuals to engage in collective activities and build trust within new social environments. These considerations highlight the importance of designing interventions that are not only structurally sound but also socially and culturally sensitive. Despite its contributions, the study also has limitations that should be acknowledged. The proposed framework is primarily based on a synthesis of existing research and conceptual analysis, which may limit its empirical generalizability. While the framework is grounded in observed patterns and theoretical insights, its effectiveness in practice would benefit from further empirical validation through pilot programs and case studies. Future research could explore the implementation of specific interventions within this framework and assess their impact on childcare and educational outcomes. Additionally, while the framework emphasizes integration across multiple levels, the complexity of such coordination may pose challenges in real-world settings. Institutional silos, differing priorities among stakeholders, and limited administrative capacity can hinder the implementation of integrated approaches. Addressing these challenges requires not only policy design but also institutional reform and capacity building.

5. CONCLUSION

This study has examined the challenges of childcare and education among children in industrial worker families in Vietnam within the broader context of rapid industrialization and labor migration. By adopting a multi-level analytical perspective, the paper has demonstrated that these challenges are not merely the result of individual or household



limitations, but rather are shaped by the interaction of family dynamics, community conditions, workplace structures, and institutional frameworks. The analysis highlights that while industrial employment has contributed to improved income opportunities, it has simultaneously introduced structural constraints that limit parental capacity for caregiving and educational support. Long working hours, inflexible schedules, and limited access to affordable and quality childcare services have created a situation in which many families struggle to meet the developmental needs of their children. These constraints are further compounded by fragmented social support networks and gaps in policy provision, particularly for migrant families residing in industrial zones. In response to these challenges, the study has proposed a multi-level policy and practice framework that integrates interventions across family, community, workplace, and policy domains. The framework emphasizes that meaningful improvements in childcare and education outcomes require coordinated and mutually reinforcing actions. Strengthening parenting capacity, expanding community-based services, promoting family-friendly workplace practices, and enhancing social protection and policy frameworks are all essential components of a comprehensive approach. A key contribution of this study lies in its shift from a problem-oriented perspective to a solution-oriented framework that is both analytically grounded and practically relevant. By linking theoretical insights with concrete intervention strategies, the paper provides a structured basis for policy development and program design. It also underscores the importance of viewing childcare and education as shared societal responsibilities rather than solely as family obligations. At the same time, the study acknowledges that the implementation of such a framework faces several challenges, including resource constraints, institutional fragmentation, and socio-cultural factors. Addressing these challenges will require sustained commitment from multiple stakeholders, including government agencies, employers, and civil society organizations, as well as mechanisms for effective coordination and accountability. Future research should focus on empirically testing the proposed framework through case studies and pilot interventions, with particular attention to measuring outcomes related to child development, educational attainment, and family well-being. Comparative studies across different industrial regions and international contexts may also provide valuable insights into best practices and policy transferability. In conclusion, ensuring the well-being and development of children in industrial worker families is a critical component of inclusive and sustainable development in Vietnam. As the country continues to industrialize, it is imperative that economic progress is accompanied by social policies and practices that support families and protect the rights and opportunities of children. The framework proposed in this study offers a pathway toward achieving this goal by promoting integrated, multi-level, and context-sensitive interventions.

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